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ABSTRACT

This study examined how Turkish students in an English preparatory school expected their teachers to manage their classes. A sample of 161 students who were studying at the English Preparatory School at Erciyes University were administered the Questionnaire of Preferred Teacher's Classroom Management Behaviors. The questionnaire included 32 items in 3 dimensions: emotional, instructional, and managerial. Results provided a set of classroom management behaviors that students expected from teachers in English learning classes. Students wanted teachers to be willing to teach and display enthusiasm while teaching. They expected teachers to assign tasks that were neither too easy nor too difficult. Students believed that teachers should be aware of students' individual needs and do their best to motivate and encourage them. Students expected teachers to be patient, understanding, and friendly toward them and avoid having favorites. Students wanted teachers to clearly describe objectives, thus decreasing ambiguity. They also expected teachers to be open to, and provide time for, questions and to offer necessary feedback. Students wanted teachers to manage time, student behaviors, and environment effectively. They expected teachers to be considerate about time management. They also expected teachers to never laugh at students for any reason. (Contains 21 references.) (SM)

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STUDENTS' EXPECTATIONS OF TEACHERS' CLASSROOM MANAGEMENT BEHAVIORS IN ELT CLASSES

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STUDENTS' EXPECTATIONS OF TEACHERS' CLASSROOM MANAGEMENT BEHAVIORS IN ELT CLASSES

Abstract

This study was designed to determine how English learning students expect their teacher to manage their classes. A sample of 161 students who were studying English at the English Preparatory School at Erciyes University were administered the "Questionnaire of Preferred Teacher's Classroom Management Behaviours." The questionnaire included 32 items in three dimensions: emotional, instructional, and managerial. The data obtained through the students' responses provided a set of classroom management behaviors that students expect from the teacher in ELT classes.

Introduction

The efficiency of the teacher and the learning activities depends on how successfully the classroom is managed (Harmer, 1983). Since effective classroom management is an essential condition for learning to happen, much cannot be expected from the other teaching activities as long as the teacher cannot solve problems related to classroom management (Dunkin and Biddle, 1974).

Although classroom management has been widely discussed said from teachers' perspective, students' expectations and perceptions have been ignored (Zeidner, 1988). It is thought that students' expectations and perceptions significantly vary in the classes where a foreign language is taught (Stalker, 1991).

Teachers' management behaviors are likely to be closely related to how students behave. Classroom management can have a direct effect on the kinds of behaviors students exhibit and make the difference between chaos and an orderly environment that facilitates learning (Crosser, 1992). Therefore, effective classroom managers usually avoid classroom occurrences that motivate students' misbehaviors since frequency of such misbehaviors makes the difference between productive and nonproductive learning (Lemlech, 1988). In addition, assessing the effect of their behavior on students, effective classroom managers identify whether they themselves are contributing to some student misbehaviors (McLemore, 1978).

The variations among students, in environments or classroom structures, make it difficult to specify what behaviors might be appropriate for students with different backgrounds. Differences between students' and teachers' perceptions of classroom management behaviors (Zeidner, 1988) compels teachers to learn students' expectations. However, even if the teachers know what managerial techniques are effective in the

classroom, it is difficult to change their existing patterns of teaching behaviors (Behnke et al., 1982). On the other hand, many teacher behaviors are ambiguous and students have to make inferences about what teachers say and the implications of their statements. Since this reflection is done individually by students, their perceptions of the teacher's behavior will differ (Good, 1982).

If teachers want to be effective classroom managers, they need to develop and be encouraged to use a large repertoire of management strategies appropriate to the various situations that arise in the classroom (Long, 1987). In a broad sense, teachers can become more effective in classroom management by using a positive and constructive, rather than negative and punitive, approach to improve student behavior (DiGiulio, 1995).

Furthermore, teachers today can reach an expanding body of methods to create more positive, supportive classroom environments, organize and instruct their students better, and respond to the behavior of students more effectively who misbehave (Jones and Jones, 1995).

The importance of classroom management, variations in students' expectations and perceptions related to classroom life and a variety of strategies to use when a problem occurs in the classroom require that students' expectations be carefully examined, and that a tentative set of sound classroom management strategies be identified. With these points in mind, the purpose of this study was to identify how students expect their teachers to manage their classes, and to suggest a set of effective classroom management strategies.

Method

Study Design

The study was conducted at the English Preparatory School at Erciyes University, in Turkey, in the first semester of the 1994-1995 school year. The subjects of the study were the students at the English Preparatory School. A teacher participated in the study voluntarily. The students of this teacher were administered a questionnaire on how they expected their teacher to behave.

Population and Sample Selection

The population included the 750 students an the English Preparatory School at Erciyes University. Six classes of 28 to 33 were randomly selected. When the groups

were visited by the researcher to administer the questionnaire, there were 161 students in the six classes. These 161 students constituted the sample of the study and they all responded the study questionnaire described below.

Questionnaire of Preferred Teacher's Classroom Management Behaviours

A questionnaire was developed based on the related literature to explore students' expectations of their teachers' classroom management behaviours in various dimensions. This questionnaire "Questionnaire of Preferred Teacher's Classroom Management Behaviours" included 32 items and consisted of three dimensions of classroom. Below these dimensions were described briefly.

- emotional dimension (items dealing with how the teacher should approach students and teaching and what s/he should do to encourage students to do better in English),
- instructional dimension (items dealing with what the teacher should do to present the content and organise the activities effectively, etc.),
- managerial dimension (items dealing with how the teacher should behave to manage student behaviors and the environment).

The students were asked to respond to the items in the questionnaire on a five-point Likert-type scale ranging from "never" to "always." A pilot study was conducted to assess the reliability of the questionnaire with 25 students in one class in the same school. The Alpha reliabilities were calculated separately for the three dimensions and the whole scale. The reliability of the whole scale was found to be .875. The reliabilities of the dimensions were also calculated: The reliability was calculated .647 for "emotional," .820 for "instructional dimension," and .755 for "managerial dimension."

Data Analysis Procedures

The data were analysed using descriptive. The responses of the students to the "Preferred Classroom Management Questionnaire" were analysed using frequencies, percentages, and means. When calculating the mean for each item, in line with Likert-type scales, 1 was assigned to "never." 2 to "rarely", 3 to "sometimes", 4 to "often", and 5 to "always". The frequencies, percentages and the means of the items were presented under the dimensions.

Results

Below the data obtained from the questionnaire are presented for each dimension in the instrument.

Emotional Dimension

The emotional dimension included items related to how the teacher should approach students and teaching and what s/he should do to encourage students to do better in English.

As Table 1 displays, almost all the students (%97.4) responded that their ideal teacher would often or always (M=4.66) be willing to teach. In addition, the students' responses to how much a teacher should demand of them disperse almost equally from never to always with a mean of 2.52. While half of the students (%50.4) expect their ideal teacher to never or rarely demand more of them than they can manage, a quarter of them expect their teacher to often or always to do so, indicating that when teachers assign classroom tasks or homework, they need to consider their students' ability and capacity. Similarly, almost all the students (%89.6) responded that their ideal teacher would often or always (M=4.46) allow them time to think when s/he asks questions, indicating that the students may answer more of the questions posed by their teachers if they are provided with more wait-time.

Again, almost all of the students (%94.6) responded that their ideal teacher would often or always (M=4.70) encourage them to improve. Furthermore, a great majority of the students (%92.3) stated that their ideal teacher would often or always encourage students to participate in classroom activities, suggesting that students are possibly aware of the contribution of participation to their learning. In the same line, almost all the students (%97.4) expected their ideal teacher to often or always help students gain confidence in improving their English, indicating the need for language teachers to be aware of their students' needs and help them overcome their timidity and negative self-prophecy.

A great majority of students (%92.9) responded that they preferred a teacher would often or always (M=4.63) give them opportunity to state their ideas. In line with this finding, the students also expected their teacher to make use of their ideas and suggestions. Most of the students (%84.6) preferred a teacher who would often or always (M=4.27) make use of their ideas and suggestions during the lessons. Students would like to be considered in class. A great majority of students (%87.2) stated that they expected a teacher who would often or always consider their feelings and wishes, while

only a small number of students (%10.3) expect their teacher to do so sometimes or less often, suggesting the importance of teacher support and considering students' ideas and interests.

Table 1

Preferred Teacher's Approach to Students and Enthusiasm in Teaching, and Encouragement

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5	Mean	N
The teacher would be willing to teach.						
.0	.0	2.6	28.4	69.0	4.66	155
The teacher would demand more of the students than they can manage.						
32.3	18.1	23.9	16.8	9.0	2.52	155
The teacher would allow student time to think when s/he asks questions.						
.0	.6	9.7	32.5	57.1	4.46	151
The teacher would encourage students to improve.						
.0	.0	1.9	26.5	71.6	4.70	155
The teacher would encourage students to participate in classroom activities.						
.0	.6	7.1	35.9	56.4	4.48	156
The teacher would help students feel confident in improving their English.						
.0	.6	1.9	17.3	80.1	4.77	156
The teacher would give students opportunity to state their ideas.						
.0	2.6	4.5	20.6	72.3	4.63	155
The teacher would make use of students' ideas and suggestions during the lessons.						
.6	1.9	12.8	39.1	45.5	4.27	156
The teacher would consider students' feelings and wishes.						
.6	.6	11.5	34.6	52.6	4.38	156
The teacher would have a friendly and respect-demanding attitude toward students.						
.6	.6	1.3	12.9	84.5	4.80	155
The teacher would have an understanding and patient attitude toward students.						
.0	1.3	4.6	35.1	58.9	4.52	151
The teacher would have certain favorite students.						
76.3	13.8	5.3	3.3	1.3	1.39	152

N's vary due to missing data

Almost all the students (%97.4) stated that their ideal teacher would often or always (M=4,80) have a friendly and respect demanding attitude toward students. Likewise, the students expected their teacher to be understanding and patient toward students. Most students (%94.0) responded that their preferred teacher would often or always behave toward students understandingly and patiently, showing how important it is to create a warm environment in the classroom and that the teacher has the biggest responsibility to do this. On the contrary, that teachers have favourite students in class

was undesired by the students. A great majority of the students stated that their preferred teacher would never or rarely have favourite students, suggesting the importance of teachers' impartiality.

Instructional Dimension

The instructional dimension included items related to what the teacher should do to present the content and organise the activities effectively.

As Table 2 displays, the students expected objectives to be clearly described at the beginning of the lesson. Most of the students (%75.6) responded that their ideal teacher would often or always (M=4,13) state the instructional objectives at the beginning of the lesson, suggesting the need for the clarity of the objectives of any course and the sessions.

Table 2

Preferred Teacher's Approach to Instruction

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5	Mean	N
The teacher would describe the objectives clearly at the beginning of the lesson.						
.6	4.5	19.2	33.3	42.3	4.13	156
The teacher would use a variety of teaching materials (pictures, tape recorder, etc.).						
.0	1.3	12.8	28.2	57.7	4.42	156
The teacher would use a variety of teaching methods.						
3.2	3.2	30.8	34.0	28.8	3.82	156
The teacher would use a clear and understandable language in presenting the subject.						
.0	.0	1.3	9.7	89.0	4.88	155
The teacher would explain the subject in a way I can understand.						
.0	.0	2.6	19.4	78.1	4.75	155
The teacher would provide enough time for students to ask questions.						
.0	1.3	9.1	36.4	53.2	4.42	156
The teacher would allow enough time for practicing.						
.0	1.3	5.8	25.2	67.7	4.59	155
The teacher would give students feedback and correctives about their performance.						
.7	2.6	16.4	32.0	48.4	4.24	153
The teacher would try new methods when students are distracted.						
.7	2,0	9.3	35.8	52.3	4.37	151
The teacher would find an effective way to get students on track when they are distracted.						
1.9	3.9	10.4	35.1	48.7	4.25	154

N's vary due to missing data

Three quarters of students stated that their ideal teacher would often or always (M=4,42) use a variety of teaching materials while teaching. In line with this finding, most of the students (%62.8) responded that their preferred teacher would often or always make use of many instructional materials such as pictures and tape recorder, while about a third of the students expected their teacher to sometimes use these materials, suggesting that the teacher should carefully plan what instructional materials to use in order to support instruction.

As to clarity in presenting the subject, almost all the students (%98.7) expected their teacher to be often or always clear and understandable while teaching. Likewise, the teacher was expected to explain the subject in such a way that the students can easily understand. A great majority of students (%97.5) stated that their preferred teacher would often or always present the subject in a way that they could understand it, showing that clarity bears a great importance while explaining the subject so that students can understand the subject.

Students expected to be given enough time to answer questions posed by the teacher. Most students (%89,6) responded that their ideal teacher would often or always (M=4.42) provide enough time for them to ask questions. A great majority of students (%92.9) expected their teacher to often or always (M=4.59) provide them enough time for practising the studied topics. Most of the students (%80.4) stated that their ideal teacher would often or always (M=4.24) give them feedback and correctives about their performance. The students' responses to the last three behaviours suggest the importance of teachers' monitoring student progress and providing them with necessary feedback and correctives.

Also, most students (%88.1) expected a teacher who would often or always (M=4.37) try new methods when the students are distracted. Similarly, a majority of the students (%83.8) responded that their ideal teacher would often or always (M=4.25) find an effective way to attract students' attention when they are distracted, indicating that the teacher needs to be alert in order to be able to notice when his/her students are bored or distracted.

Managerial Dimension

The managerial dimension included items related to how the teacher should behave to manage student behaviors and the environment.

As Table 3 displays, the students expected the teacher's behavioural expectations to be clear. Most of the students (%83.1) stated that their preferred teacher would often or always (M=4.33) clarify his/her behavioural expectations. In terms of strictness to control the class, a majority of the students (%66.5) responded that their ideal teacher would never or rarely (M=1,19) behave strictly to control the class. However, about %20.3 of the students preferred a teacher who would be in a strict attitude to control the class, indicating that some of the students believe that a teacher may be strict when s/he needs to.

Table 3

Preferred Teacher's Management of Student Behaviors and Environment

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5	Mean	N
The teacher would clarify his/her behavioral expectations clearly.						
1.3	.6	14.9	30.5	52.6	4.33	154
The teacher would be in a strict attitude to control the class.						
49,0	27,5	20,3	2,0	1,3	1.79	153
The teacher would come to class on time.						
1.9	.0	3.2	28.8	66.0	4.58	156
The teacher would start lesson on time.						
.7	2.6	3.3	29.4	64.1	4.53	153
The teacher would leave the class before the session is finished.						
67.3	17.6	7.2	2.0	5.9	1.61	153
The teacher would spend much time calling roll.						
60.1	28.1	5.2	2.6	3.9	1.62	153
The teacher would spend much time preparing students for group-work.						
14.2	24.5	30.3	16.8	14.2	2.93	153
The teacher would consider students' comments about the lesson.						
.6	1.3	9.1	18.2	70.8	4.57	154
The teacher would let students express their negative feelings about the lesson.						
1.3	3.3	14.4	31.4	49.2	4.23	152
The teacher would laugh at students.						
87,7	9,0	1,3	,6	1.3	1.19	155

N's vary due to missing data

Coming to class and starting the lesson on time are two highly expected teacher behaviours. A great majority of the students preferred a teacher who would often or always come to class on time (M=4.58) and start the lesson on time (M=4.53). In line with this finding, the students expected their teacher to use all the allotted time on task. Most of the students (%84.9) responded that they expected a teacher who would never or

rarely (M=1.62) leave the class before the session is finished. The students' responses to the last three items suggest that teachers should start and finish the lessons in accordance with the timetable and spend the allotted time on-task activities.

Calling roll is often a problem in class since it often wastes time. Therefore, a great majority of the students (%88.2) stated that their ideal teacher would never or rarely (M=1.62) waste time for roll call. However, when prepared for group-work, while some of the students (%38.7) expect their teacher to never or rarely spend much time, almost an equal number of the students (%31) responded that their ideal teacher would often or always spend much time, indicating that some students may need more help compared to their classmates.

A great majority of the students (%89.0) responded that an ideal teacher would often or always (M=4.57) consider students' comments about the lesson. In similar manner, %80.6 of the students preferred a teacher who would often or always (M=4.23) let them express their negative feelings about the lesson if they have any, indicating a need for letting students participate in the decisions to be made about the classroom activities. Finally, almost all the students (%95.7) preferred a teacher who would never or rarely (M=1.19) laugh at students due to any reason, indicating that any teacher should never make fun of any of his/her students or allow some students to laughed at another student.

Discussion

The findings of the study suggested a set of classroom management behaviours that teachers should display or avoid doing in class. In relation to "emotional dimension", the behaviours how the teacher should approach students and teaching and what s/he should do to encourage students to do better in English, it is understood that the teacher should be willing to teach and display his/her enthusiasm while teaching. This finding supports what Johnson and Bany (1970) discuss in relation to the role of teacher enthusiasm at teaching.

Students expect their teacher to be willing to teach. Students expect that their teacher should assign tasks that are neither too easy nor too difficult for students since both may result in students' boredom. This is in line with Emmer's discussion (1988) who says that assignments and classroom tasks need to be properly adjusted by the teacher. Also, the teacher is expected to allow students enough wait-time when s/he asks

questions; the length of wait-time may vary from student to student depending on the difficulty of the question.

It is also concluded that the teacher's encouragement has an important role on students' performance. Therefore, the language teacher should be aware of students' individual needs, do his/her best to motivate the students and encourage them to improve in any field in relation to classroom life. This conclusion supports what Brophy (1988) and Lemlech (1988) say in their discussions related to the positive effects of teacher encouragement. In addition, students expect to be observed by their teacher, and their ideas need to be considered since the students will feel respected, which will lead to a warmer learning environment and, consequently more learning. Likewise, students expect their teacher to have a patient, understanding, friendly attitude toward students, which will lead to a respect-demanding environment. This finding is consistent with what McLoughlin (1984) pointed out in the discussion of effective teacher behaviours. However, the teacher is expected to avoid having favourite students since it spoils the sense of teacher impartiality. This finding supports what Lemlech (1988) claimed in the discussion related to how impartiality contributes to learning environment and classroom management. When the teacher manages to create a environment in which the teacher and students respect each other, s/he can also achieve higher student motivation and participation. This finding is consistent with Cangelosi's (1988) suggestions to create a respectful environment.

As to the "instructional dimension", teacher behaviours to present the content and organise the learning activities effectively, it is recognised that students are mostly clear about their expectations from their teacher. Students expect the teacher to clearly describe the objectives, which will decrease ambiguity. This finding supports Evertson's (1985) suggestion in relation to how to start a lesson. In like manner, the teacher is expected to use various teaching materials and teaching methods when required, which will decrease monotony in class. This finding is in line with what Harmer (1983) suggested on how to plan instructional activities in ELT settings. The variety will also attract students and have them participate in the activities more often. In addition, students expect the teacher to use a clear and understandable language and the level not to be too difficult since, otherwise, they will be distracted from the lesson. This finding supports what Kounin (1970) found in his study on group management.

Students also expect their teacher to be open to the questions which will be asked by the students, and the teacher is expected to provide the students with enough time to ask questions and practice what they have studied,. Similarly, the students expect the

teacher to give them the needed feedback and correctives about the work that they have done. All these teacher behaviours are likely to enable both the teacher and students revise the previous subjects and consequently contribute to their learning. In addition, students expect the teacher to try new methods and find an effective way to get students on track when they are distracted (McLoughlin, 1984), which will decrease the time spent on off-task behaviours. This finding is consistent with what McLoughlin (1984) suggested in the discussion of effective teacher behaviours and suggests the need that the teacher should be equipped with essential skills to manage students and to attract them with engaging activities when they are distracted.

As for the "managerial dimension", teacher behaviours related to managing the time, student behaviors and the environment, it is concluded that students expect the teacher to manage the time, student behaviours, the environment effectively. Students would like their teacher to clearly describe what behaviours are expected of students, which will decrease the ambiguity the students may feel when the behavioural expectations are not clear. This finding supports what Strother (1985), Van der Sijde and Tomic (1993) and Emmer (1988) suggested in their discussions on the effects of clarity of the teacher's behavioural expectations. Also, the teacher is expected to avoid having a very strict attitude to control the class which evokes negative feelings toward learning. This finding is consistent with what Lemlech (1988) suggested on effective classroom management behaviours.

Students expect their teacher to be considerate about time management. The teacher is expected to come to and start the lesson on time and never leave before the session is finished. Similarly, the teacher is expected not to spend too much time for call roll or while preparing students for group work. All these suggest that students do not want their instructional time to be wasted. Instead, the teacher need to plan the instructional time carefully. This finding is in line with what Evertson (1985) pointed on her discussion on instructional management. Also, the study indicates that students would to be considered by their teacher. The students expect their teacher to let them express even their negative feelings about the lesson and their ideas to be taken into consideration, which will enable them to feel part of the class. This finding is consistent what Lemlech (1988) and Cangelosi (1988) suggested in their books on effective preventive classroom management strategies. Finally, the teacher is expected not to laugh at students due to any reason, because it will demoralise the students, suggesting that the teacher should avoid making fun of students. This finding supports McLoughlin's (1984) suggestion that the teacher should avoid laughing at students.

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